

Programme 93.†

L<sub>3</sub>

( May to July, 1922.  
September to December, 1922, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

*Old Testament History*,\* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. III., pp. 115-176.  
(a) *S.P.C.K. Bible Atlas*\* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 7-39. (c) *Helps to the Study of the Bible* (Oxford Press, 2/-). (d) *The Saviour of the World*, Vol. V. (P.N.E.U. Office, 3/-), pp. 123-192.

(e) *The Acts*,\* by E. M. Knox, pp. 257-324 (Macmillan, 3/6).  
(f) (optional) *The Prayer Book in the Church*, by The Rev. W. H. Campbell (Longmans, 3/6), pp. 1-14, with lessons on the Ascension and the Trinity.

#### For Sunday Reading (optional):

(a) *The Romance of the Bible*, by G. Hollis (Wells, Gardner, Darton, 5/-), pp. 85-166. *Dayspring in Uganda*, by the Ven. A. B. Lloyd (C.M.S., 3/-). *In the Days of St. Anselm*, by G. Hollis (S.P.C.K., 3/-). *An English Church History for Children*, Vol. I., by M. Shipley (Methuen, 4/6), pp. 98-165.

† The 93rd term of work set since the Parents' Union School began.



*Sunday Occupations: A Century Book.* Choose and inscribe mottoes (in beautiful lettering). (Bridges.)

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament: a Gospel in suitable portions. (b) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

#### Writing.

Choose and transcribe passages (in beautiful writing from Bridges') *Poems of To-day*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; a paragraph to be then dictated.

#### Composition.

(See Meiklejohn, 176-183.)

Read on Tuesdays some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Write on Thursdays an essay on the subject. Narrative poems that must scan on events that have struck you. Letters to an "Australian Cousin" on general news.

#### English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue* (4/-), pp. 45-63, or, Morris's *English Grammar* (Macmillan, 1/9), pp. 100-125.

Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*, by H. E. Marshall (Jack, 10/6), pp. 91-109. (a) Shakespeare's *Coriolanus* (Blackie, Plaintext, 7d.), or Tennyson's *Harold* (Dent, 2/6). (b) Lytton's *Harold* (Dent, 2/6). *Poems of To-day* (Sidgwick & Jackson, 3/6): know the poems of six poets. Place poems (Europe) from Longfellow's *Poems* (any edition, or, Warne, 5/-).

#### English History.

Arnold Forster's *A History of England* (Cassell, 8/6), pages 65-131 (901-1154). Make a chart of the 11th Century (1000-1100), (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events.

#### French and General History.

Creighton's *First History of France* (Longmans, 5/-), pp. 27-45 (901-1154). *The British Museum for Children*, by Frances Epps (P.N.E.U. Office, 3/6), chapter 11. Teacher study preface. Keep a Book of Centuries (P.N.E.U. Office, 2/6), putting in illustrations from all the history studied. *The Great War, 1914-1918*, by C. R. L. Fletcher (Murray, 6/-), pp. 156-185 (optional).

#### Citizenship.

*Ourselves*, Book I. (Kegan Paul, 4/6), pp. 187-210. North's *Plutarch's Lives: Coriolanus* (Blackie, 1/-). *A Pronouncing Dictionary of Mythology and Antiquities* (Walker, 1/6), most important. *Social and Industrial Life*, by St. Loe Strachey (Macmillan, 2/6), pp. 146-177.

#### Geography.

The Ambleside Geography Books, Book IV. (4/-), pp. 1-53. *Fighting for Sea Power in the Days of Sail*, by H. W. Household (Macmillan, 3/-), pp. 146-193. Geikie's *Physical Geography* (Macmillan, 1/9), pp. 1-19. (Optional) *Travels with a Donkey in the Cévennes*, by R. L. Stevenson (Chalto & Windus, 3/6).

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of Great Britain every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under P.U.S. "Scouting."

Map questions to be answered from map and names put into blank map (from memory) before each lesson. Children to make maps of new boundaries from memory. Teacher to use *The Treaty Settlement of Europe*, by H. J. Fleure (Oxford Press, 2/6). Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

#### Natural History and Botany.

*The Study of Plant Life*, by H. C. Stopes (Blackie, 6/-), pp. 167-196. *First Year of Scientific Knowledge*, by Paul Bert (Relfe, 3/-), pp. 107-127.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/6), with flower and bird lists, and make daily notes. For out-of-door work choose some special summer study from Furneaux's *A Nature Study Guide* (Longmans, 6/6). *The Changing Year*, by F. M. Himes (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6): April to July.

#### General Science.

*Architecture* (Jack, 3/6), pp. 86-102. *Our Wonderful Universe*, by A. Giberne (S.P.C.K., 6/6), pp. 1-27.



**Arithmetic.**  
Pendlebury's *New Shilling Arithmetic*,\* pp. 85-99 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).  
Important: to be read in leisure time. *Number Stories of Long Ago*, by D. E. Smith (Ginn, 3/3).

**Geometry.**  
*A School Geometry*,\* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 77-83, 86-93. Revise Theorems 1-12.  
*The School Set of Mathematical Instruments* (Macmillan, 2/-).

**German.**  
Siepmann's *Primary German Course*,\* by O. Siepmann (Macmillan, 5/-), Lessons 10-12 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, **Italian.**  
Perini's *Italian Conversation Grammar*\* (Hachette, 6/6), Exercises 11-15, or, better, *A New Italian Grammar*,\* by E. Grillo (Blackie, 6/-), pp. 1-12; 175-180.

**Latin.**  
*Second Latin Course*, by Scott and Jones (Blackie, 3/6), pp. 62-83, or, better, Dr. Smith's *First Latin Course*\* (Murray, 4/-), pp. 13-27.

**French.**  
*Primary French Course*,\* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 16-18 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Le Petit Chose à Paris* (Blackie, 4d.); parse two pages. Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

**Drawing.**  
*The Fésale Club Papers*, by W. G. Collingwood (see current P.R.). Tree studies. Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions\* of pictures by Corot (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, April, 1922. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

**Recitations.**  
Learn two suitable passages of about 20 verses each from chapters in Bible Lessons. Two hymns. Psalm 18. Two modern poems, or, a scene from *Coriolanus*, or, two ballads (*Historical Ballads*, Blackie, 1/-), or two poems from Longfellow.

**Reading** (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable*\* (Dent, 2/6), pp. 248-277.

**Musical Appreciation.**

See Programme of Music (Grieg), *Parents' Review*, April, 1922: *Our Work* (Questions will be set on this subject). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

**Singing.** (See Programme of Music.)

Three French songs, *French Song, with Music* (Blackie, 7d.). Three German songs, *Deutscher Liedergarten* (Curwen & Son, 2/6, or without accompaniments, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,\* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 27-32 (Curwen & Son, 2/6).

**Drill, etc.** (Choose new work.)

*Ball Games and Breathing Exercises*, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Exercises* (Eyre & Spottiswoode, 1/6), tables 37-40. Ex-students, House of Education Drills. *How to Teach Dances* (Evans, 4/6). Tennis.

**Work.**

Do some definite house or garden work. Claymodelling, by H. Unwin (Longmans, 4/6). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 6/-). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also (unless working as Girl Guides) tests under P.U.S. Scouting (*Parents' Review*, May, 1920): all girls should take the First Aid (No. 10) and Housecraft (No. 7) Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1.



N.B. 1.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. *One* copy of the other books is sufficient.

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. *may work together* in all history subjects (including Scripture).

N.B. 3.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/6 for 4 quires (*not less*); envelopes to match 1/6 a packet. Also the School Badge (4/6), School Hat Band (2/6), and Ribbon 2/3 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 4.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 5.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 6.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

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FORM III.

PUPILS' NAMES.....

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Bible Lessons.

- I. 1. Why was the capture of Jerusalem by David so important? How did David establish it as the capital?  
2. What was Nathan's message to David? Why was it sent, and what was the result?
- II. 1. Give an account of St. Paul at Athens, and the substance of his speech before the Areopagus.  
2. What do you know of Priscilla and Aquila, Gallio, the city of Corinth in St. Paul's time?  
3. "Whereas I was blind, now do I see." Write the story with comments.

Writing.

Write ten lines of poetry from memory.

Dictation (unprepared).

*History of English Literature*, pp. 623 and 624, Keats's Sonnet.

Composition.

Write for the P.U.S. Magazine (send, if good enough, to Miss N. Pott, c/o P.N.E.U. Office),—

1. An account of,—*The Climbing of Mount Everest*, or, "My favourite walk in June."  
2. A ballad, *which must scan*, on,—The Prince of Wales, or, Volumnia, or, a robin, or, Æneas.

English Grammar.

1. Analyse, parsing the words in italics,—  
"Now lay *thine* ear *against* this golden sand,  
And thou shalt hear the music of the sea,  
*Those* hollow tones *it* plays against the land —  
Is't not a rich and wondrous melody?"



2. Use, in sentences, the following words, each as two parts of speech,—what, about, any, as, all, but, little, more, off.
  3. Use, in sentences, the past tense and past participle of,—tie, sow, hew, deal, shred, thrust, let.
- or, 2. Parse the italicized words in (a), What went *ye* out to see? (b), *To err* is human. (c), A *bruised* reed. (d), This *done*, he went away. (e), The table wants *mending*.

#### Literature.

1. Sketch the character of Coriolanus as shown by Shakespeare. Quote lines if you can.
2. What do you know of the following,—Hilda, Lanfranc the Scholar, Earl Godwin (Lytton's *Harold*)?
2. Write an account of "Havelok the Dane."

#### English History

1. Give a short account of the reign of Ethelred the Unready, and of Edward the Confessor.
2. What do you know of our Anglo-Saxon forefathers?
3. What was the Feudal System?

#### French and General History.

1. Write an account of the First Crusade.
2. What was a Commune? What do you know about the first Communes?
3. What may be learnt from ancient Babylonian and Assyrian "books" in the British Museum?

#### Citizenship.

1. "A rare and excellent wit *untaught* doth bring forth many good and evil things together." How does Coriolanus confirm this opinion?
2. In what ways must we do justice to ourselves?
3. What are Crown Colonies? Give some account of the American, Pacific and African groups.

#### Geography.

1. Draw a map of France, putting in the boundaries, chief towns, and physical features.
2. Give some account of Normandy and Northern France.
3. Write a list of questions that might occur to you after a day's heavy rain in the country.
3. Describe the recapture of the "Hermione."

#### Natural History

1. Make a rough sketch of a section of ditch or hedge or sea shore, and put in the names of the plants you would expect to find.
2. Write notes, with drawings, of the special study you have made this term.
3. What do you understand by calyx, corolla, stamen, pistil? In what ways are flowers fertilised?

#### General Science

1. How would you find the Pole Star? Mention six other stars, and say in what constellations they occur.
2. How would you distinguish between early, decorated and perpendicular Gothic? Give drawings.

#### Picture Talk.

1. Describe Corot's,—“Don Quixote.”

#### Arithmetic.

1. Find the length of the side of a square containing 1000 acres.
2. Find the cubic contents of a room 22ft. 6in. long, 13ft. 6in. wide and 12ft. high.
3. Find, by practice, the cost of 7 cwt. 2 qrs. 23 lbs. at £11 : 1 : 8 per cwt.

#### Geometry.

1. Through a given point to draw a straight line parallel to a given straight line.
2. To construct a square on a given side.
3. In a straight line XY find a point which is equidistant from two given points A and B.

#### German.

1. Describe, in German, the picture to lesson 11.
2. Translate into German, IV., page 178.
3. Work Exercise III., page 176.

#### or, Italian.

1. Translate into Italian Exercise 2, Lesson 2, sentences 11-22.
2. Give the Italian for,—I teach Italian, next week, last year, Queen Mary, Prince Charles.
3. Conjugate the Imperfect and the Future Indicative Tenses of “to have” and “to be.”

#### Latin.

1. Work § 134, page 67.
  2. Translate into English and retranslate into Latin § 147, page 74.
- or, 1. Give the comparative and superlative of,—*felix, celer, similis, bonus, multus, magnus*.
2. Use, in sentences, the genitive plural of,—*anser, flos, leo, nubes, opus, mare, dies, gradus*.

#### French.

1. Describe, in French, *un orage*, or, an incident from *Le Petit Chose vient à Paris*.
2. Translate into French, § IV., “Henry . . . Helena.”
3. Work Exercise 1, page 154.



Drawing.

1. A tree study.
2. An illustration from *Harold*.
3. A memory sketch of "The Bent Tree."

Musical Appreciation.

1. Give an account of the meeting between Grieg and Liszt, *or*, enumerate shortly any mannerisms which you may have observed in Grieg's music.
2. Write three lines on any *five* of the following:—Ole Bull, Vinge, Trolldhaugen, Peer Gynt, Alexander Grieg, Ludwig Holberg, Niels Gade.

Recitations.

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

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**Summer Examination.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. The examination is optional. Summer Reports (*only*) to be posted to the Secretary, House of Education, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.